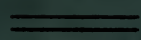


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BULLETIN.



Marquette University.



1864-1907

College of Arts and Sciences.



1907-1908.

UNIVERSITY OF MICHIGAN

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# MARQUETTE UNIVERSITY

**Six Departments.                      Ninety-Three Professors and Instructors.  
Eight Hundred and Thirty-five Students.**

## THE DEPARTMENTS ARE:

### I—The College of Arts and Sciences

Logic, Metaphysics, Ethics, Political Science, Economics, History, English Language and Literature, Christian Evidences, Ancient Languages, German, French, Mathematics, Physics, Chemistry, Astronomy, Geology, Biology, Teachers' Course, Elocution, Oratory and Debate, Illustration and Mechanical Drawing, Vocal and Instrumental Music. The course extends over four years and leads to the degree of Bachelor of Arts (A. B.)

### II—Department of Medicine

The requirements for admission are those adopted by the Association of American Medical Colleges. The object of the department of medicine is to give such professional training to men and women as will make them successful in the actual practice of medicine. The course extends over four years and leads to the degree of Doctor of Medicine (M. D.)

### III—Department of Law

This department, now entering upon its sixteenth year, furnishes such legal training as will fit students for the practice of law or prepare them for greater success in business. The teaching staff is recruited entirely from the ranks of lawyers actively engaged in their profession. This gives the school a distinctly practical atmosphere, which is apt to be lacking in a strictly theoretical school, whose teachers have never been practitioners, or have retired from the active profession of the law. The course extends over three years; it offers excellent library facilities.

### IV—Department of Dentistry

The Department is a member of the National Association of Dental Faculties. Its diplomas are recognized by State Boards in every State in the Union. Candidates for admission must present credits showing that they have completed two years of high school work, or must pass a satisfactory preliminary examination. The course covers three years, consisting of thirty-two teaching weeks and six days in each week, and leads to the degree of Dental Surgery (D. D. S.)

### V—Department of Engineering

This Department has recently been added to the University. It is under the direction of Dean John C. Davis of Cornell. Dean Davis comes to Marquette highly recommended by the authorities of Cornell. The department will conduct courses in Civil Engineering, Mechanical Engineering, and Electrical Engineering. The courses for the present will extend over two years and only those will be offered for which the University is equipped to do thorough and scientific work.

### VI—Department of Pharmacy

The candidate must be at least eighteen years old and must have finished one year of high school work. Those who complete the full regular course of two years of eight months each year will receive the degree of Graduate in Pharmacy (Ph. G.) Those who finish the three year course will receive the degree of Master of Pharmacy (Ph. M.)

**Marquette Academy—Classical, Pre-Medical, and Commercial Courses.**

A. M. D. G.

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UNIVERSITY OF ILLINOIS

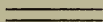
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PRESIDENT'S OFFICE

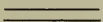


# Marquette University

(Milwaukee, Wis.)



COLLEGE OF ARTS AND SCIENCES.



1907 - 1908.



LEGAL TITLE:

“MARQUETTE UNIVERSITY”

OF

MILWAUKEE, WISCONSIN.

## BOARD OF TRUSTEES.



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*Treasurer.*



REV. HENRY S. SPALDING, S. J.,

*Chancellor.*

\*Resigned Feb. 10, 1908.

†Installed Feb. 10, 1908.

## PROSPECTUS.



The educational institution known as "MARQUETTE COLLEGE," of Milwaukee, Wisconsin, was incorporated under this name and style by an Act of the State Legislature, March 22, 1864. The Act empowers Marquette College "to grant such literary honors and degrees as its Trustees may deem proper."

In 1907 Marquette College affiliated the Milwaukee Medical College and received a university charter.

The magnificent building now occupied by the college department was built through the munificence of Mr. and Mrs. Robert A. Johnston of Milwaukee, Wis.

In May 1908 the Milwaukee Law School became the Law Department of Marquette University.

In June 1908 the Department of Engineering was announced.

Marquette University is under the control of the Jesuits. As educators they aim to secure the gradual and just development of both mind and heart. They recognize moral training as an essential element of education, and spare no efforts to form the students to habits of virtue, while offering them every facility and aid to the highest mental culture. It is their ambition to form men of deep thought, solid principles, virtuous habits and sound religious convictions.

The educational system is substantially that of the other colleges of the Jesuits. Since the publication of *Loyola* in the Great Educators' Series, by Scribner, and *Jesuit Education*, by Herder, those who are desirous of making either a scientific or historical study of that system have abundant sources of information.

Every candidate for admission, who is not personally acquainted with some member of the Faculty, must produce proper testimonials of a good moral character. If



he come from another college, he will be required to present a certificate of good standing in the institution which he has left.

Test exercises are given four times a year in the several branches of study taught in each class. The result of these competitions and of the daily recitations is published in the presence of the faculty and students. At the close of the scholastic year, the merit notes received in four competitions on each subject matter and those assigned for daily class work are added together, and prizes are awarded to the students who have attained the highest number of notes.

Thorough examination of the various classes is made at the close of the year. It is aimed to make this examination both an inducement to close application and a partial test of the student's proficiency in the studies of his grade. Those who fail to obtain two-thirds of the full number of notes in this examination, or who fail in the principal branches of their class, will not be promoted. Another and satisfactory examination must be passed before promotion, by those who fail in any particular branch.

To inform the parents and guardians of the conduct and improvement of their sons or wards, reports of class-standing are sent to them by mail after each private distribution of awards, viz., at the beginning of November, just before Christmas, and at the beginning of March and May.

The most strenuous endeavor of Officers and Faculty will not insure success without close and constant application on the part of the students themselves, outside of class hours. Accordingly parents are urgently requested to see personally that their sons devote two or three hours to study every evening, and in case of non-compliance, to notify the Prefect of Studies.

As progress in study greatly depends on regular and prompt attendance at class, pupils must not be kept at home, nor detained, on school days, except for grave reasons.

In case of absence or tardiness, a note of excuse from parents or guardians is invariably required. Frequent

absence or tardiness, except on account of illness, is sufficient cause for dismissal. Students who come unprepared in lessons, theme, or exercise, are looked upon as morally absent. Accordingly, like absentees, they should bring written excuses from parents or guardians to save themselves from censure on this head. The College expects from all its students the manners and deportment of gentlemen.

Neither boarders nor half-boarders are received at the College. Students who board in the city must have guardians to whom the authorities can easily refer, and who will be responsible for bills and conduct.

Thursday is the weekly holiday. It has been chosen in preference to Saturday, as affording a more natural break in the routine of study and enabling students to come fresher to their tasks at the end of the week.

Though the government of the institution is rather mild than severe, yet, for the maintaining of order and discipline, without which good results are not obtainable, punctual attendance, strict obedience, assiduous application, and blameless conduct are required of every student. Any serious neglect of these essential points renders the offenders liable to effective correction and even to dismissal, if this be deemed necessary.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems; when elective studies and specialization are permitted and encouraged beyond measure, it may be well to indicate the Principle underlying the course of studies offered to students of Marquette University. It seems almost self-evident:

FIRST—That there are some branches of study absolutely necessary in any scheme of liberal education. Without knowledge of these no man can be called educated.

SECOND—That for a finished education there is a minimum of knowledge which is indispensable in each of the departments of study considered essential for a man of culture.

THIRD—That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on what is the aim of education.

FOURTH—That the aim of a truly liberal education is the harmonious development of all the faculties, and the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and specific equipment for a limited sphere of action.

FIFTH—That all branches of study are not equally serviceable for mental development; that some contain mind developing factors and character-building elements which no electivism can replace.

SIXTH—That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu*, if the studies are to be co-ordinate and unity to be maintained.

SEVENTH—That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

EIGHTH—That selection of studies should be permitted to none but those whose own minds have already been formed by the studies essential to character-building, and who have themselves practically determined upon their own life-work.

NINTH—That religion should not be divorced from education; that morality is impossible without religion, and that it is far more important than knowledge, for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

TENTH—That there is no royal road to knowledge. Learning can be acquired only by diligent study; and the educational field offers no place to sluggards. Placing a name on the register of a college does not make a student; a multiplicity of courses, which a student is free to ignore, does not make a scholar.

ELEVENTH—That the standing or grade of a college is to be judged by the least amount of study and acquirements essential for obtaining a degree.

TWELFTH—That the education given by a college should be general, not special, thus laying the foundation for specialties and the independent research appertaining to universities.

THIRTEENTH—That all the studies pursued need not be directly useful in after life.

Guided by these principles, Marquette University offers a course of studies superior to that of many larger universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. This institution does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum, which makes obligatory such branches as in some form, however elementary, are deemed absolutely essential for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be completely educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties.

Marquette University does not condemn moderate electivism for undergraduates or specialization for particular students. There are institutions that very wisely and properly meet these demands, in accordance with their chosen scope and purpose, but this institution is designed for those who want a good general classical and scientific education. It does not pretend to teach everything, but it does claim to teach thoroughly and successfully the branches it undertakes to teach. Its motto is "*Non multa, sed multum*;" it believes in "*Unum post aliud*," in thoroughness, concentration, method.

Strange as it may seem, it is really possible to obtain the Degree of Bachelor of Arts with less scholarship, by selecting easy courses in some colleges of higher standing in which the elective system prevails, than it is under the system which prescribes a definite course and leaves



little latitude of choice. Great stress is laid on mental and moral philosophy, which are considered the crowning glory of undergraduate effort. Rational philosophy as a means of developing young manhood is a miracle of strength and effectiveness, a continual marvel to those who witness its transforming excellence. But to obtain these results philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching the history of philosophy; detailing the vagaries of the human mind, without venturing to condemn them; exposing the contradictory systems which have held sway for a time, without any expression of opinion as to the fatal defects which caused them to be discarded; but it must present a logical, unified, complete system of mind-culture in accord with the established laws of human thought; it must take its stand on some definite propositions expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected, and truth comes forth triumphant from every conflict of mind with mind.

Thus established, Marquette University, in its collegiate department, gives a good classical education, which prepares its beneficiary to cope with the difficulties of life and compete successfully in the struggle. This will be seen from a consideration of the field covered by the curriculum. Besides a thorough course of religious instruction and a knowledge of rational philosophy, it opens up the treasures of ancient and modern literature and languages and establishes a familiarity with the best authors in Latin, Greek and English. It gives a working knowledge of the Natural Sciences, of Physics and Chemistry; a fair acquaintance with Surveying and Astronomy; a systematic training in Mathematics. It teaches Ancient and Modern History, the various kinds of Composition, Elocution and Oratory; it cultivates a graceful delivery, trains to debate and discussion of live questions, forms the taste, enables the student to think, write and speak correctly and elegantly. It promotes an acquaintance with Sociology, Political Science and Economy, it finds place for the rules of Harmony, it unfolds the Constitution

of the United States and the principles underlying a popular form of government. All this it does for its graduates; and it bestows proportionate favors on those who fail to complete their course. These certainly are neither superfluous nor useless accomplishments even for a business career.

These few pages give an idea of the lines along which Marquette University has been developed during the twenty-six years of its existence; and they enable the thoughtful and discriminating to judge whether it has failed to meet the wants of a living age. Our unwillingness to adopt extreme views with regard to electives, specialties, novelties and fads might more properly be urged as a proof that we have studied to some purpose the science of education.

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## Expenses.

As the Institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

### SCHOOL OF ARTS AND SCIENCES.

Tuition for all classes, ten months.....	\$60.00
Physics, lecture room and laboratory fee.....	10.00
Chemistry, lecture room and laboratory fee.....	10.00
Diplomas for graduates.....	5.00

Payments for conditioned examination must be made invariably before the examinations. Payments for tuition, etc., must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, except in case of dismissal or protracted illness.

Good board and lodging can be secured near the college at the rate of \$4 to \$5 a week. Students who club together can board for less.

## CALENDAR.



1908.

Entrance Examinations.....	August	29
Conditioned Examinations .....	September	7
Opening of Fall Term.....	September	7
"Lectio Brevis" for Seniors.....	September	14
Solemn Mass of the Holy Ghost.....	September	15
Sodalities reorganize .....	September	18
Musical and Literary Societies reorganize.....	September	24
*Feast of All Saints.....	November	1
Feast of St. Catherine, Philosophers' Day. .	November	25
*Feast of the Immaculate Conception.....	December	8
Christmas Vacation begins.....	December	24

1909.

Classes resumed .....	January	4
Feast of St. John Chrysostom.....		
Rhetoricians' Day .....	January	27
Semi-Annual Examination for Seniors....	January	30
Spring Term opens.....	February	1
*Washington's Birthday .....	February	22
*Easter Monday .....	April	11
*Rector's Day .....	May	1
Repetitions begin .....	May	18
*Memorial Day .....	May	30
*Pentecost Monday .....	May	31
Annual Examinations begin.....	June	12
Annual Commencement .....	June	22

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\*Recreation Day.



# FACULTY.

54

## Officers.

\*REV. ALEXANDER J. BURROWES, S. J.,

†REV. JAMES McCABE, S. J.,

*President.*

REV. HENRY S. SPALDING, S. J.,

*Vice-President.*

REV. JAMES McCABE, S. J.,

*Prefect of Studies.*

REV. EDWARD COPPINGER, S. J.,

*Chaplain.*

REV. HENRY S. SPALDING, S. J.,

*Librarian.*

WILLIAM J. CORBOY, S. J.,

*Prefect of Discipline.*

THOMAS A. McCOURT, S. J.,

*Assistant Prefect of Discipline.*

\*Resigned Feb. 10, 1908.

†Installed Feb. 10, 1908.

## PROFESSORS.

---

REV. FRANCIS J. O'BOYLE, S. J.,

REV. HENRY W. OTTING, S. J.,

REV. ALEXANDER J. BURROWES, S. J.,

REV. JAMES L. McGEARY, S. J.,

REV. JOHN E. COPUS, S. J.,

*Evidences of Religion.*

REV. HENRY W. OTTING, S. J.,

REV. FRANCIS J. O'BOYLE, S. J.,

*Mental Philosophy and Ethics.*

REV. JOHN E. COPUS, S. J.,

*History.*

THOMAS A. McCOURT, S. J.,

*Chemistry and Higher Mathematics.*

REV. JAMES L. McGEARY, S. J.,

*Physics and Geology.*

REV. RICHARD F. CORCORAN, S. J.,  
*Classics and English in Junior Year.*

REV. ROBERT S. JOHNSTON, S. J.,  
*Classics in Junior Year.*

REV. JOHN CUNNINGHAM, S. J.,  
*Classics and English in Sophomore Year.*

REV. JOHN B. HEMANN, S. J.,  
*Classics and English in Freshman Year.*

REV. JAMES L. McGEARY, S. J.,  
*Astronomy.*

WILLIAM J. CORBOY, S. J.,  
*Mathematics.*

BERNARD A. ABRAMS.,  
*French.*

REV. PATRICK A. MURPHY, S. J.,

*Gaelic.*

BERNARD A. ABRAMS.,

*German.*

WILLIAM J. CORBOY, S. J.,

*Special Latin.*

REV. JOHN E. COPUS, S. J.,

*Special English.*

REV. JAMES L. McGEARY, S. J.,

*Curator of Museum.*

ANTHONY ZAVODIL,

*Elocution.*

PROF. JOHN LEICHT,

*Vocal Music.*

PROF. WILLIAM C. STAHL,

*Mandolin, Guitar and Banjo.*

PROF. HENRY C. WINSAUER,

*Violin.*

PROF. ERNST BEYER,

*Violoncello.*

RAPHAEL BAEZ, SR.,

*Piano.*

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## REQUIREMENTS FOR ADMISSION.

All candidates for admission must present satisfactory testimonials of good moral character, and of honorable dismissal from the High School or College which they last attended.

Candidates for advanced standing must satisfy the conditions for admission to the Freshman Class, and must pass an examination in the studies previously pursued by the class which they aim to enter.

Admission to the Freshman Class will be granted:

(a) To those who have satisfactorily completed the course of the Marquette Academy.

(b) To graduates of those High Schools which are accredited by the University of Wisconsin on presentation of a copy of the detailed program of the studies pursued by them in such schools. As Greek is required for the degree of Bachelor of Arts, a special class will be arranged for those who enter without credits in that study.

In all other cases for admission to Freshman class, a successful examination is required in the following subjects:

**LATIN**—(1) Grammar.—The entire Latin Grammar, including a knowledge of all regular syntactical constructions; translation into Latin, at sight, of complex English sentences, entailing the application of rules for relative clauses, indirect discourse and conditional sentences. Prosody.—All the rules for quantity, including increments of nouns and verbs. Application of rules to hexameter and pentameter verse. Scansion of Ovid and Virgil.

(2) Composition.—Translation into Latin of easy continuous prose, based on Caesar's Gallic War and on the Letters and Orations of Cicero.

(3) Authors.—Nepos: Lives of Themistocles, Miltiades, Hannibal. Caesar: De Bello Gallico, two books. Ovid: Metamorphoses and Tristia. Cicero: Selected Letters, De Senectute or De Amicitia, two of the Orations against Catiline. Virgil: Bucolics, Georgics, Book IV; Aeneid, two books. For some of these may be substituted: Phaedrus, Catullus, Sallust.

GREEK—(1) Grammar.—Etymology complete (including all the irregular and defective forms); the rules for accents; the rules of syntax and their application: the Homeric dialect.

(2) Composition.—Translation in to Greek of simple English sentences based on Xenophon's Anabasis.

(3) Authors.—Xenophon: Anabasis. Lucian: Six Dialogues. Homer: Illiad, Books I. and II., or Odyssey; Book I. and II. For some of these may be substituted: Cebas' Tablet, Anacreon's Odes, Epitaphs and Elegies of Simonides of Ceos, and Xenophon's Cyropaedia, Memorabilia or Hellenica.

N. B.—In the discussion of the classic authors, both Greek and Latin, the candidate must be prepared to give a complete grammatical analysis of every word, phrase and sentence; to point out exceptional idioms, and to show knowledge of the chief points of collateral erudition connected with the text. Much more importance will be attached to this than to the mere reading of a large number of books.

ENGLISH—Higher Grammar and Rhetoric—The candidate must be prepared on the matter contained in Davidson and Alcock's "English Grammar and Analysis," Meiklejohn's "The English Language" or some equivalent work. In Rhetoric any standard text-book will be accepted, such as Hill, Coppens, Waddy, Williams, Genung, etc.

Composition.—A brief prose composition will be required, evidencing proficiency in narrative and critical writing. This exercise will be based on books and authors assigned for study in the Academy. (See Index). Questions will be asked as to the subject-matter, method of treatment, structure and style of these books. Fair penmanship and accurate spelling will be considered as essential preliminary requirements.

The authors assigned for 1908-1909 will be: Hawthorne, Tanglewood and Twice Told Tales; Tennyson, Holy Grail and Morte d'Arthur; Addison's Sir Roger de Coverley; \*Macauley, Essays on Milton and Addison; \*Milton, Minor Poems; \*Shakespere, Macbeth; \*Burke, on Conciliation; Lowell, The Vision of Sir Launfal.

In the authors marked thus \* a careful study of the subject-matter, form and structure will be exacted; a general acquaintance with the other assigned books will be sufficient.

**N. B.—The Uniform College Entrance Requirements in English for 1907 will be accepted, as will any fair equivalent work in this department.**

HISTORY—The history of the Oriental Nations, Greece and Rome; Modern General History; Montgomery's History of the United States, or some equally good history; Elements of Civics.

MATHEMATICS—Elementary and Higher Algebra; Geometry, plain and solid. Wentworth's Complete Algebra and Wentworth's Geometry, or works of equal grade.



## COURSES OF INSTRUCTION.



### **General Information.**

The degree of Bachelor of Arts is conferred after the completion of four years, thirty eight weeks each year, and at least one hundred and forty (140) semester hours of work. A semester hour is one hour of class per week for one-half year or one semester.

Subsequently, the degree of A. M. can be obtained by devoting an additional year to the study of Philosophy in the institution, or two years to a learned profession.

The Scholastic Year consists of one session of ten months beginning on the first Tuesday of September, and closing on the twenty-second of June. The session is divided into two terms, one ending on or about the first day in February, the other with the Annual Commencement Exercises.

### **Combined Medical and College Course.**

The avowed policy of the University is to encourage in every way possible the gaining of a broad, general education as a foundation for the professions.

In no profession is there greater need for such training than in medicine. As a preliminary step in this direction the Collegiate and Medical Departments offer an optional six-year course, including two years of collegiate work in arts and sciences, followed by two years of study in the fundamental branches of medicine. Upon the completion of the following two years of clinical study, that is, at the end of the combined six-year College and Medical course, the degrees of Bachelor of Science (B. S.) and Doctor of Medicine (M. D.) are conferred.

As an entrance requirement, the student must have completed the Academy or High School course, or its equivalent.

## Plan and arrangement of Courses of Instruction:

1. Philosophy.
2. History.
3. English Language and Literature.
4. Christian Evidences.
5. Latin.
6. Greek.
7. Modern Languages.
8. Mathematics.
9. Physics.
10. Chemistry.
11. Astronomy.
12. Geology.
13. Political Science.
14. Economics.
15. Biology.
16. Teachers' Course.
17. Elocution.
18. Oratory and Debate.
19. Vocal and Instrumental Music.

**Philosophy.**

## SOPHOMORE YEAR.

(Four Periods a Week in One Term.)

Minor Logic or Dialectics—The acts of the human mind. Simple apprehension. Ideas. Universals. Predicables. Terms: real and logical; univocal, equivocal, analogous. Supposition of terms: their comprehension and extension. Judgment: analytic and synthetic, immediate and mediate. Propositions: simple and compound, categorical and hypothetical. Their quantity and quality. Reasoning: syllogisms, their figures and modes and laws. Syllogisms, conditional, conjunctive, disjunctive, laws of each. Enthymeme. Sorites. Epichirema. Dilemma. Demonstration: direct and indirect, *a priori* and *a posteriori*. Induction. Sophisms or fallacies.

Major or Critical Logic—Truth, logical truth, logical falsity. States of the mind: ignorance, doubt, certitude. Orders of certitude: metaphysical, physical, moral. Degrees and Species of certitude. Tests of certitude: con-

sciousness, the senses, reasoning, human testimony. Supreme test of certitude. False tests, true tests. Objective evidence.

### JUNIOR YEAR.

(Five Periods a Week in Both Terms.)

General Metaphysics or Ontology—The concept of being. The possibles, their proximate and ultimate basis. Attributes and states of being: unity, truth, goodness, substance and accident, cause and effect.

Special Metaphysics—Cosmology—Origin, purpose and perfection of the world. Materialism. Pantheism. The world created in time. Composition, or essential constitution of bodies. Laws of nature. Miracles.

Empirical Psychology. Life: plant life, animal life, intellectual life. Cognition; sensitive and intellectual. Appetite: sensuous and rational. Origin of ideas. Rational Psychology. The human soul: its nature, its origin, its destiny. Theories of evolution. Theodicy. Existence and essence of God. Atheism. Agnosticism. Quiescent and operative attributes of God: the Infinity, Simplicity, Immutability, Oneness, Eternity, Immensity. The Intellect and Will of God, Omnipotence, Divine Providence.

Text Book—Russo's *Summa Philosophica*.

Reference Books—Hill, Stonyhurst Series, Poland, Coppens.

### SENIOR YEAR.

(Five Periods a Week in Both Terms.)

General Ethics. The ultimate end of man. The use of the present life. The morality of human acts. The essence of morality. Accountability for moral acts. Circumstances modifying accountability: the passions, virtues and vices. Law: its nature and existence, Eternal law. Natural law. Positive law. Sanction: perfect and imperfect. Moral conscience.

Special Ethics—Duties and rights. Conflict of rights. Inner and outer worship. Suicide. Lying. Homicide. Duelling. Private ownership. Communism. Socialism. Validity of titles to ownership. Ways of acquiring property. Transfer of property by contract. Wages of laborers. Domestic Society: matrimony, divorce, celibacy, education. Civil Society: its nature and origin. Aim and scope of civil government. Forms of government. Functions of government: legislative, executive and judiciary. Power to impose death penalty. Right of war. Church and State. International Law.

Text Book—Jouin's *Elementa Philosophiae Moralis*.

Reference Books—Russo, Hill, Coppins, Poland, Stonyhurst Series, Liberatore's *Political Economy*, Devas' *Political Economy*.

## History of Philosophy.

SENIOR YEAR.

(One Period a Week in Both Terms.)

History of Philosophy embraces the historical development and scientific correlation of philosophical systems, with such additional information, biographical and otherwise, as may be needful for the fuller understanding of the subject. One lecture is delivered weekly, the students being required to furnish written dissertations upon the matter treated.

Ancient Philosophy. The Vedas. Theories of Egypt and Asia. The Ionic School. The Pythagoreans. The Sophists. The Socratic School. The Epicureans. The Stoics. The Sceptics. The Syncretists and Roman Philosophy. Jewish-Alexandrian Philosophy. Neo-Pythagoreanism. Neo-Platonism. The Fathers of the Church. The Gnostics. The Schoolmen. The Mystics. The Revival of Platonism, of Aristotelianism. Arabian and Jewish Philosophy.

Modern Philosophy. Descartes and his followers: Malebranche, Spinoza, Bayle, Locke, Hume, the Encyclopædists. Leibnitz, Wolf, Berkley, Rousseau. The Scottish School. The Transcendentalists, Kant, Fichte,

Hegel, Schelling, and their Schools of thought. Positivism, Modern Elocution Theories. The Neo-Scholastics. Thomistic Philosophy.

## History Course.

### FRESHMAN YEAR.

(Two Periods a Week in Both Terms.)

History of the Papacy and the Empire. The Migration of Nations. The Rise of the Empire. The Crusades. The Rise of Papacy.—Guggenberger, General History of the Christian Era, Vol. I.

### SOPHOMORE YEAR.

(Two Periods a Week in Both Terms.)

History of Religious Revolution. The Renaissance.—Guggenberger, General History of the Christian Era, Vol. II.

### JUNIOR YEAR.

(Two Periods a Week in Both Terms.)

First Term. Philosophy of History.

The Beginnings of History. Its sources and development. Primitive Nations. Points of Similarity and Difference. Forces of Natural Life. Religion, Literature, Location. Common Aids. Modern Nations.

Nature and General Laws of History. Sources of Historical Development. Requisites of the Historian. General Reliability of History. Special Sources of Errors. False Statements. Suppression of Facts. Partiality. Prejudice. False Theories.

## English Course.

### FRESHMAN YEAR.

(Four Periods a Week in Both Terms.)

#### Precepts.

Theory of Literature. Literary Aesthetics. The Beautiful. The Sublime. Laws of Criticism.



Taste. Imagination. Sentiment.

Poetry. Nature and Division. Study of the Various Species. Pastoral. Lyric and Epic.

Text-Book. Coppens' Rhetoric, Reference, Sheran's Manual of Criticism.

### Authors.

(a) Reading. Literary Analysis and Discussion.

First Term. Pastoral and Lyric.

Poets. Spencer's *Astrophel*, Milton's *Lycidas*, Shelly's *Adonais*, and Arnold's *Thyrsis*.

Masters of English prose. DeQuincey, Newman, Ruskin, Hawthorne.

Second Term. Lyric and Epic Poetry. Milton's *Paradise Lost* and Selections from Palgrave, Book 3.

The prose Style of Dryden, Addison, Swift, and Johnson.

Text Books. Palgrave, *Golden Treasury* (First Series), Books 3, 4, and Second Series.

(b) History and Criticism. First Term. *Lake School to Victorian Age*, inclusive (1745 to 1900).

Second Term. *From Elizabeth to Pope* (1603 to 1730). Brooks *Outlines* First Term: CC. 7, 8, 9, 10. Second Term: CC. 5, 6. Reference.

Composition. One paper a week, on subjects chiefly literary.

### SOPHOMORE YEAR.

(Four Periods a Week in Both Terms.)

### Precepts.

(a) Theory of Rhetoric. Nature and Theory of Oratory. Divisions.

First Term. Sources of Success, Invention, Arrangement, and Development of Thought. Coppens, pages 1 to 194.

Second Term. Style, Memory and Elocution, different species of Oratory, Deliberative, Forensic, Demonstrative, Sacred. Coppens, pages 194 to end. References.

(b) Rhetorical Analysis. Analysis of three speeches, each term.

The speeches to be analyzed are set each year. Cf. Bradley's Orations and Arguments.

### Authors.

(a) Reading and Discussion. Shakespeare: Hamlet, King Lear. Palgrave: Golden Treasury Book 1. Speeches, two each term: Webster, Burke, Chatham, Erskine, Macauley, Calhoun, Seward, Brownson, Bryan, Cockran, Spalding, etc. The speeches to be read are set each year. (Bradley's Orations and Arguments.)

(b) History and Criticism. First Term. The Elizabethan Age. Brooke, pages 81 to 108.

Second Term. American Literature. Text.

Composition. One paper a week, chiefly oratorical.

### JUNIOR YEAR.

(Two Periods a Week in Both Terms.)

First Term: Age of Dante and Italian Influence on English Literature. Comparative Study of Dantes' Divina Comedia and The Canterbury Tales of Chaucer; or Pre-Elizabethan Literature; or The Drama of Shakespeare.

Second Term : The Age of Queen Anne, of Louis the Fourteenth. French Influence on English Literature.

### SENIOR YEAR.

(Two Periods a Week in Both Terms.)

Comparative study of dramatic literature.

## Evidences of Religion.

### FRESHMAN YEAR.

(Two Periods a Week.)

First Term: The Church as a Means of Salvation. The Last Things. Christian Morals. Basis of Morality. Law. Conscience. Free Will. Moral Good and Moral Evil. The Christian's Duty toward God. Faith, Hope and Charity.

Second Term: The Virtue of Religion. Direct Act of Religion. Indirect Acts. Veneration of Saints, etc. The Christian's Duties towards Himself and His Neighbors. Christian Perfection. Wilmer's S. J.

### SOPHOMORE YEAR.

(Two Periods a Week.)

First Term: Creation, the Spiritual World, the Material World. Man and the Fall. God the Redeemer. The Person and Nature of the Redeemer; the Work of the Redemption. Grace: Actual, Habitual, Sanctifying.

Second Term: The Sacraments in General. Baptism. Confirmation. The Blessed Eucharist as a Sacrament and as a Sacrifice. Penance. Extreme Unction. Holy Orders. Matrimony. The Theological Virtues. The Four Last Things. Wilmer's S. J.

### JUNIOR YEAR.

(Two Periods a Week.)

First Term: Christianity, a Revealed Religion. Revelation in General. Pre-Christian Revelation. The Christian Revelation. The Church; its Constitution, Institution and End.

Second Term: Marks of the Church. Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity. Wilmer's S. J.



## SENIOR YEAR.

(Two Periods a Week.)

Lectures on Sacred Scriptures.

**Latin Course.**

N. B.—The Reading in this department is conducted in such a manner as to furnish material for illustration and comparative study in connection with the parallel courses in English Literature.

## FRESHMAN YEAR.

(Five Periods a Week in Both Terms.)

**Precepts.**

Thorough Review of Latin Prosody and Versification.

**Authors.**

First Term: Cicero, pro Archia. Virgil's Aeneid  
Selections from Books II, III, V, VI, VII, IX.  
Horace, Ars Poetica. Livy, Book XXI. Selections from Christian poets.

Second Term. Cicero: Scipio's Dream. Horace: Odes.  
Livy: Book XXI continued. Selections from  
Christian writers.

**Composition.**

Two compositions each week based on the authors studied. Two exercises a month in Latin verse-writing. Latin conversation.

In this class, the explanations of the Professor and the questions of the students are carried on in Latin as far as possible.

## SOPHOMORE YEAR.

(Five Periods a Week in Both Terms.)

**Precepts.**

Characteristics of Latin speech construction. Style of different Latin Orators. The Latin Drama.

**Authors.**

First Term. Cicero: pro Lege Manilia and pro Marcello. Horace: Epodes 1, 2, 7, 9. Satires, I, 1, 3, 5, 9; II, 2, 6. Epistles I, 2, 6, 9. Carmen Saeculare. Tacitus: Agricola.

**Composition.**

Two written compositions required each week, and one in verse each month. Oratorical analysis of authors. Latin orations. Class carried on in Latin.

Second Term. Cicero: pro Milone and pro Ligario. Juvenal: Satires 1, 3, 10. Tacitus: Annals, I.

**JUNIOR YEAR.**

(Two Periods a Week in Both Terms.)

**Authors.**

First Term. Cicero: Questiones Tusculanæ, Book I. Plautus: Duo Captivi.

Second Term. Cicero: Questiones Tusculanæ. The Phormio of Terence.

**Composition.**

Latin dissertation on assigned subjects, oral and written. A monthly essay on a philosophical or literary subject.

**SENIOR YEAR.**

(Two Periods a Week in Both Terms.)

**Authors.**

First Term. Cicero: De Officiis. A Play of Seneca.

Second Term. Selections from the Fathers. Comparison of the Greek and Latin Scripture Text.

## Greek Course.

N. B.—The Reading in this department is conducted in such a manner as to furnish material for illustration and comparative study in connection with the parallel courses in English Literature.

### FRESHMAN YEAR.

(Four Periods a Week in Both Terms.)

#### Precepts.

(Both terms.) Thorough review of Greek Prosody and Versification.

#### Author.

First Term. St. Basil: Classical Literature—entire.

Homer: Iliad (2 books), two hundred and fifty lines from each. Sight reading from other portions.

Second Term. Homer: Iliad (2 books), two hundred and fifty lines from each. Sight reading from other portions. Selections from Lyric Poets (Tyler) three hundred lines.

#### Practice.

Composition based on Allinson's Greek Prose Composition. Exercises 45 to 70.

### SOPHOMORE YEAR.

(Four Periods a Week in Both Terms.)

#### Precepts.

Characteristics of Greek speech construction. Style of different Greek orators. The Greek Drama.

#### Author.

First Term. Demosthenes: Philippics I. III. St. Chrysostom: Eutropius.

Second Term. Demosthenes: Olynthiacs I, II. Sophocles: Antigone, five hundred lines, or Oedipus Tyrannus, five hundred lines. Sight reading from other portions.

**Practice.**

Composition based on Allinson's Greek Prose Composition, Exercises 71 to end.

**JUNIOR YEAR.**

(Two Periods a Week in Both Terms.)

**Author.**

First Term. Euripides: Hecuba, five hundred lines or Medea, five hundred lines.

Second Term: Herodotus and Thucydides (Selections).

**SENIOR YEAR.**

(Two Periods a Week in Both Terms.)

**Author.**

First Term. Aristophanes: Birds.

Second Term. Plato: Crito, Phaedo, Apology or some Philosophical Treatise; at choice of Professor.

**Mathematics.****FRESHMAN YEAR.**

(Four Periods a Week in Both Terms.)

First Term: Wentworth's Plane Trigonometry. Functions of Acute Angles. The Right Triangle—Solution with and without Logarithms. The Isosceles Triangle. The Regular Polygon. Goniometry—Angles of any Magnitude—Functions of a Variable Angle, of Angles that differ by  $90^\circ$ ; of a Negative Angle; of the sum of Two Angles; of the Difference of Two Angles; of Twice an Angle; of Half an Angle. The Oblique Triangle—Laws of Sines, Cosines and Tangents. Application of Formulas. Areas.

Second Term: Wentworth's Spherical Geometry and Trigonometry. The Right Spherical Triangle—Formulas for Solution from Two Given Parts; Napier's Rules. Spherical Polygons—Dimensions and Areas. The Oblique

Spherical Triangle—Formulas for Half Angles and Sides; Gauss's Equations and Napier's Analogies; Solution from Three Given Parts. Problems. Surveying: Field Instruments; Triangulation; Leveling; Curves and Grades. Field Work. Topography.

#### SOPHOMORE YEAR.

(Four Periods a Week in Both Terms.)

"Complete Algebra," Wentworth.

Wentworth's Complete Algebra. Review. Ratio. Proportion. Variation. Series. Choice. Chance. Binomial Theorem. Indeterminate Coefficients. Theory of Numbers. Determinants. Theory of Equations.

#### JUNIOR YEAR.

(Four Periods a Week in Both Terms.)

Wentworth's Analytic Geometry. Loci and Equations. The Straight Line. The Circle. Different Systems of Co-ordinates. The Parabola. The Ellipse. The Hyperbola. Loci of Second Order. Higher Plane Curves.

#### SENIOR YEAR.

(Four Periods a Week in Both Terms.)

Differential and Integral Calculus. Differentiation. Maclaurin's and Taylor's Theorems. Maxima and Minima; Evolutes and Envelopes. Tracing of Curves. Integration. The Definite Integral. Lengths and Areas of Plane Curves. Surfaces and Volumes of Solids of Revolution. Application to Mechanics.

### **Chemistry.**

The lecture room and laboratories are new and thoroughly equipped for both general and advanced work. The lecture room has a seating capacity for ninety. There are two laboratories for advanced work and three for the regular courses in general, analytic and organic chemistry.

## General Chemistry.

### FRESHMAN YEAR.

(Five Periods a Week in First Term.)

Text-book, Storer and Lindsay's Manual. Fundamental laws and theories studied in experiments and in the natural phenomena of every-day life. Some of the fundamental ideas used by chemists and the corresponding terms. The Laws of Definite, Multiple and Equivalent Proportions; Combining weights; Atomic weight, Units of Measurement; Calculations in Chemistry; Means of altering the speed of a given chemical action by change of temperature; Catalysis; Thermochemistry; The measure of the pressure of a gas; Boyle's Law; Mixed gases; Densities of gases; Acids: oxyacids; hydracids; Valency; The Kinetic-molecular hypothesis—applied to gases, to liquids, to solids; Solution; Limits of solubility; Equilibrium in a saturated solution; Avogadro's hypothesis; Gay Lussac's law of combining volumes; Atomic hypothesis; Non-metallic elements and their compounds.

(Second Term, Five Periods a Week.)

Metallic elements and their compounds. Special insistence is placed upon the various fundamental laws and hypotheses. Ionization; Changes taking place in electrolysis; Ionic migration; The hypothesis of ions; Applications to electrolysis; Ionic equilibrium; Relation of ionization to chemical activity; Salts; Ionic equilibrium treated quantitatively; Chemical relations of the elements; Electro-chemistry; Electro-plating; Photography.

(Three Periods a Week in Both Terms.)

Laboratory Exercises. William's Manual of Experiments supplemented by Arthur Stone Dewing's "National Chemistry Note-Book". Easier qualitative tests and determinations.

## Analytic and Organic Chemistry.

### SOPHOMORE YEAR.

(First Term, Five Periods a Week.)

Qualitative Analysis: Explanations of the various chemical groups and methods of separation, with the detection of the metallic elements and acid radicals and



determination of the more common organic acids. Wet and dry methods of examination. Explanations of Volumetric Analytic Methods; Acidimetry and Alkalimetry; Volumetric processes in Sanitary Water Analysis.

(Second Term, Five Periods a Week.)

Lectures: The Carbon compounds viewed in their theoretical and industrial aspects. The general principles of Organic chemistry, with characteristic reactions and tests of the more important radicals. Methods of preparation and purification; Melting and boiling point determinations as tests of purity and helps in the identification of organic compounds.

(Three Periods a Week in Both Terms.)

Laboratory Exercises: Systematic qualitative analysis; Group reagents and tests for metals; Tests for acid radicals; Volumetric Tests; Water Analysis; Tests for food, air and water. For reference von Meyer, Roscoe and Schorlemmer, Remsen, Ostwald, Mendeleef, Muir, Thorpe, Fresenius, Noyes, Sutton, Long, Sommer, Smith, Amer. Chem. Jour., Chem. Zeit.

## Physics.

The department of Physics occupies the entire third floor of the Liberal Arts building. It consists of six laboratories and a lecture room. Three of the laboratories are for elementary experimenting; two are for advanced, and one is for private individual work. All the laboratories are supplied with gas, with water and drains, and with direct and alternating current electricity at various voltages. A spacious dark room permits of photographic and spectroscopic work. The floors throughout are of concrete absolutely eliminating all vibration.

The equipment in all the laboratories is modern and complete. In the elementary laboratories it is especially designed and arranged so that the student cannot fail to obtain results quickly and accurately.

Laboratory A is devoted to heat, hydrostatics, and the properties of bodies; Laboratory B to mechanics, sound, and optics; Laboratory C to electricity.

Advanced electricity has its own laboratory with special apparatus and heavy slate tables on brick piers, facilitating the most accurate quantitative work.

The apparatus throughout is of the highest grade, having been obtained from the best American and European manufacturers. It is apportioned among the laboratories according to their requirements, and by its variety affords opportunity for unlimited experiment and manipulation. Several pieces are worthy of particular mention. A wireless telegraph apparatus consists of receiver complete, and transmitter operating on 12-inch alternating current induction coil with electrolytic interrupter, tested to a signaling capacity of one hundred miles over land. X-Ray and vacuum discharge phenomena may be studied on 10" and 12" induction coils with "make and break" by mercury-turbine interrupter. A students' dissectible dynamo and motor apparatus of one h. p. capacity—complete with A. C. and D. C. armatures; field coils in shunt, series and compound; storage battery; Thompson voltmeter, ammeter, and wattmeter; and all accessories—can be used in determining all fundamental principles in the production and transmission of direct and multiphase currents. A 16-plate Toepler-Holtz influence machine capable of a 22" discharge is of service in the study of electrostatics and is valuable in demonstrating the uses of electricity in therapeutics. The complete Thordarson electrical outfit permits an advanced grade of experiments. A feature of it is a laminated magnetic circuit weighing 150 pounds, which when fitted with high potential coils can be operated as a transformer having a range of from 500 to 40,000 volts. A mercury-arc rectifier of the General Electric Company, consisting essentially of mercury vapor tube and compensating and controlling reactances, transforms the alternating current of the public lighting company and delivers continuous current at any voltage from 16 to 117.

Of the greatest benefit to students are the opportunities afforded of visiting many of the splendid manufacturing and power plants of the city. These cover such a variety of interests that there is no principle in science, admitting of industrial application, that is wanting in striking and instructive illustration.



The accommodating spirit of the proprietors of these establishments makes a bi-weekly trip of inspection possible.

Students have immediate access to the shelves of the science department of the Milwaukee Public Library. Some 12,000 volumes, with the addition of new works as soon as published, furnish information on every subject. Books may be consulted in handsomely appointed rooms fitted up for that purpose, or may be taken home and retained the customary time on presentation of card. A complete collection of periodical literature is on file in the reading room. The Library is within a three minutes walk of the Liberal Arts Building.

## SYNOPSIS OF COURSES.

### ELEMENTARY MECHANICS, HYDROSTATICS AND PROPERTIES OF BODIES.

(Five Periods a Week in One Term.)

A lecture and laboratory course employing to a great extent the units of the metric system in measurements with verniers, micrometer screw, screw-gauge, comparator and cathetometer. Velocity and acceleration of falling bodies. Newton's laws of motion; momentum and the laws of energy; the lever, screw, wheel and axle and pulley as used in simple machinery. The pendulum as applied to clocks and as determining the force of gravity. Pressure exerted by a fluid; density of liquids; flotation. Pascal's law; law of Archimedes; methods of determining specific gravities; hydrometers and gauges; elasticity of liquids; hydraulic press; pumps and syphons; steam and water turbine, etc. Isotropic bodies; malleability and ductility; elasticity of volume; rigidity; elongation; Young's modulus; Hook's law; bending; torsional rigidity; elastic limit; elastic fatigue, etc.

### ELEMENTARY LIGHT, HEAT AND SOUND.

(Five Periods a Week in One Term.)

A lecture and laboratory course on the reflection and refraction of light; lenses and their use in the photographic camera; microscope; telescope, etc..

Determination by photometry of the candle power of lamps; velocity of light; dispersion; interference; color sensation; polarization, etc.

Thermometers and the laws of heat expansion in gases and liquids; expansion of metals; the law of Charles; absolute zero.

Calorimetry; melting and boiling points; latent heat of fusion; determination of the mechanical equivalent of heat; work done by a gas during expansion; steam pressure, superheated steam; steam and gas engines.

Wave motion, and water waves in their analogy to sound waves; velocity of sound in air; law of velocity of sound propagation; quality of sounds; musical scale; interference of sound waves; vibrations of strings; types of musical instruments; resonators; audition; consonance and dissonance; production of vocal sounds; phonograph, etc.

#### ELECTRICITY.

(Five Periods a Week in One Term.)

A lecture and laboratory course, preparatory for special courses in Electrical Engineering, treating experimentally of the elements of practical electricity.

The object of the course is to familiarize the student with first principles in the heating, lighting, electrolytic and magnetic effects of currents. Batteries of various types, storage cells, spark coils, magnetos, dynamos and motors, telephone apparatus, galvanometers, voltmeters and ammeters are placed at his disposal for study and experiment.

### Advanced Physics.

(Three Periods a Week in One Term.)

(a) MOLECULAR PHYSICS AND HEAT.—A course of advanced laboratory work involving the determination of vapor pressures and densities, co-efficients of friction of gases and liquids, molecular electrical conductivities, freezing and boiling points, latent and specific heats, etc.

(b) LIGHT.—A course of advanced laboratory work in light, consisting of accurate measurements in diffraction, dispersion, interference and polarization.

(c) **THE THEORY AND USE OF ALTERNATING CURRENTS.** A discussion of stationary and moving currents, including transformers, transmission, various types of dynamos and motors, determination of energy factors, construction and use of special alternating current apparatus.

## **Astronomy.**

SENIOR YEAR.

(Four Periods a Week in One Term.)

Young's Astronomy.—Historical, descriptive, mathematical and practical. Lecture and recitations, use of instruments, observations, collection of data and computation of results in both theoretical and practical problems. For reference: Clerk's History of Astronomy, Ball, Newcomb, Lockyer, Langley.

## **Biology.**

(Six Periods of Class and Laboratory in Both Terms.)

General biology of cell, animal and plant. Morphology, physiology, development and classification. Unicellular organisms. Multicellular plant and animals. Microscopic studies and dissections.

## **Geology.**

SENIOR YEAR.

(Two Periods a Week in Both Terms.)

General course in Dynamic, Structural, Physiographic, Historical, and Economic Geology. Principles of Petrology, Mineralogy and Paleontology. Study of the field work of the Wisconsin Geological Survey. The College possesses a collection of the more important minerals and rocks; in addition to this the students have access to the Public Museum, the entire third floor of which is devoted to Geology.

Lectures, field work, identification of life forms, recitations and written exercises. For reference: Dana, Brigham, Le Conte, Geike, Scott, Nicholson and Lydekker, Russell, Wright. Also the extremely valuable publications of the Wisconsin Geological Survey and the United States Geological Survey's Monographs and Bulletins.

## **Political Science.**

(Two Periods a Week in One Term.)

General Principles of Law; Municipal law; civil rights, contracts, real estate, criminal law. International law; its nature and authority; War and Peace; Rights and Duties of Belligerents—Rights and Duties of Neutrals.

General Principles of Government: State Governments. Constitution. Their nature, object, establishment. Departments: legislative, executive, judicial. The National Government: Origin, nature, growth. Its function; the legislative, the judiciary, the executive. Foreman's Advanced Civics.

## **Political Economy.**

(Two Periods a Week in One Term.)

Nature of Economic Science. Schools. Notions of Wealth, Value and Price. Production. Exchange. Consumption. The Problem of Distribution. The Labor Problem. Socialist Solution. The Rights of Property. Theories and Methods of Taxation.

Devas's, Laughlin's and Andrew's Institutes of Economics. Foreman's Advanced Civics to be taken in connection with these topics.

## **Elocution.**

(One Period a Week in Both Terms.)

Mutual criticism of delivery and of interpretation. Discussion. Impromptu speaking.

Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of Oratory.

Interpretation and delivery. Impersonation. Constant application of theory and of experience acquired.

## **Practical Oratory and Debating.**

(Two Periods a Week in Both Terms.)

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

Set orations illustrative of the precepts of oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken.



Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all students to engage in general discussion.

## Teachers' Course.

The work embraces: Psychology, the History of Education, and the Theory and Art of Teaching. The course was submitted to the State Board of Examiners and was approved January, 1905. Mr. C. F. Viebahn, the chairman of the Board, sent the following report: "Your course in Pedagogy as outlined in your Catalogue meets all requirements." A detailed account of the studies will be sent on application.

## German.

### FIRST YEAR.

Preparatory work (two months)—Oral and Blackboard exercises, to secure correct pronounciation.

Grammar—Declension of nouns, personal pronouns, conjugation of *sein*, *haben* and *werden*. Declension of adjectives. Conjugation of regular verbs. Prepositions. Declension of possessive pronouns and demonstrative pronouns. Conjugation of irregular verbs.

Reading—Easy selections in prose and verse during second semester. German conversation throughout the year.

Texts—Joynes—Meisner's Grammar; Joynes—Meisner's Reader, with Exercises.

### SECOND YEAR.

Review of the First Year's work—Irregular Verbs continued. Separable, inseparable, impersonal and reflexive verbs. Syntax.

Reading—Translation from English into German; Conversation in German.



Texts—Joynes—Meisner's Grammar. Reading to be selected from the following texts: Immensee—Storm; Deutsche Sagen—Geibler; Fritz auf dem Lande—Arnold; Der Zerbrochene Krug—Zschocke; Der Prozess—Benedix. Einer muss heiraten—Wilhelmi.

Translations—German Composition—Harris.

### THIRD YEAR.

Review of the Essentials of German Grammar. Syntax continued. Simple, Compound and Complex Sentences.

Reading to be selected from the following texts: Uhland's, Goethe's and Schiller's Balladen (selected). Hermann and Dorothea—Goethe; Die Journalisten—Freytag; Der Trompeter von Saeckingen—Scheffel.

Compositions based on reading matter and subjects taken from daily life.

Translations—German Compositions—Harris; Compositions throughout the year.

### FOURTH YEAR.

Review of Grammar in connection with Reading, Composition and Translation. Weekly lectures on important epochs of German Literature.

Reading to be selected from the following texts: Schiller—Wilhelm Tell, Wallenstein, Maria Stuart, Lied von der Glocke. Goethe—Egmont, Iphigenia auf Tauris. Lessing—Minna von Barnhelm.

Compositions and Letter Writing.

Translation—Selected. Composition throughout the year.

## French.

### FIRST YEAR.

(First Semester.)

Preparatory work—Two weeks. Drill in pronunciation.

Grammar—The Article, the Possessive and Demonstrative Pronouns. Conjugation of *avoir* and *être*. Formation

of plural of nouns and adjectives; gender of nouns and adjectives. Regular verbs of the first conjugation; and the verb "*aller*". Conversation.

(Second Semester')

Regular verbs of the second, third and fourth conjugations. Irregular verbs of the first and second conjugations.

Text—Grammar, Chardenal—First French Course.

Conversation. Easy selections in prose and verse.

Reading—Rollin's French Reader.

SECOND YEAR.

(First and Second Semesters.)

Grammar—Thorough review of the first year's work. Irregular verbs of the third and fourth conjugations; pronominal verbs.

Reading—Rollin's Reader continued.

Text—Chardenal—First French Course finished. Conversation throughout the year.

THIRD YEAR.

(First Semester.)

Review of second year's work. Principal rules of Syntax. Idioms.

Reading to be selected from the following texts: Abbe Constantine—Halevy; Le Conscriit de 1813,—Eckmann-Chatrain; Fables—La Fontaine.

(Second Semester.)

Principal rules of Syntax and Idioms continued. Exercises in the use of the subjunctive mood.

Practice in letter writing. Conversation.

Reading to be selected from the following texts: Un Verre d'Eau—Scribe; Le Monde ou l'on s'ennuie—Pailleton; Moi—Labiche et Martin.

Texts—Chardenal—Exercises for advanced pupils.

## FOURTH YEAR.

## (First Semester.)

Thorough review of the French verb. Syntax reviewed and continued. Weekly lectures on French Literature.

Reading to be selected from the following texts: Gringoire—Bonville; Le Luthier de Cremona—Coppee; Selected poems—De Musset.

Essays, Letter-writing and Conversation.

## (Second Semester)

Review of Grammar continued. Weekly lectures on French Literature continued.

Essays, Letter-writing and Conversation.

Reading to be selected from the following texts: Le Cid—Corneille; Phœdre—Racine; L'Avare—Moliere.

Text for Grammar—Chardenal-Exercises for advanced pupils.

## DAILY ORDER OF RECITATIONS.

	8:30	9-10	10-11	11-11:50	11:50 12:50	12:50 1:20	1:20 2:10	2:10-3	3
SENIOR	Mass	Math.	Philosophy		<div> <div>Noon Recess.</div> </div>	Ch. Doc. on Tues. & Sat. German, French & Polish M, W & F	Phil. Eloc. on Sat.	<div> <div>Hist. of Phil. on M &amp; W Geology on Tues. &amp; Fri.</div> </div>	Gaelic on Wednesday & Saturday
JUNIOR		Latin	<div> <div>10-10:10</div> <div>Greek</div> </div>	Physics			Eng. Eloc. on Sat.	Math.	
SOPHOMORE		Latin	<div> <div>Recess</div> <div>Greek</div> </div>	Chemistry			Math. Eloc. on Sat.	Eng.	
FRESHMAN		Latin	<div> <div>Greek</div> </div>	Chemistry			Eng. Hist.	Math. Eloc. on Sat.	
SPECIAL		Latin	<div> <div>Germ. Eng.</div> </div>						

## GENERAL INFORMATION.

### Permanent Scholarships.

A Permanent Scholarship is founded by the gift of one thousand dollars; it entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College of Arts and Science or at the Academy. If the founder fails to name an incumbent, the scholarship will be conferred upon some needy and deserving student.

The following Permanent Scholarships have been donated:

THE LOYOLA SCHOLARSHIP, by a friend.

THE PHELAN SCHOLARSHIP, by Miss Catherine Phelan.

THE MARQUETTE SCHOLARSHIP, by a friend.

THE ANTON V. ROMADKA SCHOLARSHIP.

THE XAVIER SCHOLARSHIP, by a friend.

THE JOHNSON SCHOLARSHIP, in memory of George and George F. Johnson.

THE BERCHMAN'S SCHOLARSHIP, by a friend.

### Acknowledgments.

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

MR. F. BIBERSTEIN, for a valuable oil-painting.

JOHN H. KOPMEIER, for a gift of \$2,000 to complete the equipment of the observatory.

HON. W. H. STAFFORD and HON. W. J. CARY, for Congressional Records.

**DONORS OF SCHOLARSHIPS.****DONORS OF MEDALS AND CASH PRIZES.**

U. S. GOVERNMENT—Bureau of Education, Coast and Geodetic Survey, Department of Labor, Departments of State and Treasury, Patent Office, Naval Observatory, Interstate Commerce Commission, Department of Agriculture.

**Library Facilities.**

The magnificent public library of the city, containing 187,000 volumes, is within three minutes' walk of the University. The arrangement of the library is an ideal one for students, who have access to all the books for consultation and study, and may with special privilege take home with them as many books as are necessary for the preparation of essays, debates, etc.

In the history room are over 48,000 volumes, including 2,250 on Philosophy, 15,240 on Sociology, 7,177 on Travel, 11,087 on Biography, and 11,900 on history.

The literature room contains 15,000 volumes, among which are American, English, French, German, Grecian, Roman, Italian, Spanish, Portuguese literatures, also a goodly number of the Swedish, Danish, Dutch, Flemish, Semitic and Slavic, and many books of Japanese, Chinese and Celtic literatures.

The science room has 12,000 volumes. On the different shelves are books on Natural Science, Mathematics, Physics, Electricity, Chemistry, Geology, Biology, Archaeology, Paleontology, Botany, Zoology, Birds, Mammals, Engineering and Agriculture.

The College Library contains 11,000 volumes. Its circulating department, accessible to the members twice a week, comprises standard English works, carefully selected with a view to the needs of the College students.

The Reading Room, open every day, affords, those resorting to it ample opportunities of becoming acquainted with the current news, and of forming sound opinions upon all important questions. Leading journals, magazines, reviews, and a valuable collection of works of reference are at the service of the members.



**Museum.**

The University is within a few minutes walk of the Public Museum where students can supplement the study of the class-room by actual observation. The doors of the museum are open to the public daily at 9:00 a. m.

Following is the inventory as it stood on August 31, 1906:

Mineralogical and geological specimens.....	7,923
Paleontological specimens .....	15,301
Botanical specimens .....	24,404
Zoological specimens .....	175,961
Archaeological specimens .....	20,607
Ethmological specimens .....	4,368
Arms, armors, carvings and other objects contained in the Rudolph J. Nunnemacher collection....	3,079
Coins, bank notes, medals, etc.....	2,852
Books, pamphlets, maps, etc.....	12,730
Total.....	276,495

**Degrees.**

The degree of Bachelor of Arts is conferred upon those who have successfully completed the Course of Studies outlined above.

The degree of Master of Arts, in course, can be obtained by devoting an additional year to the study of Philosophy in the College, or two years to professional studies.

**Sodality of the Immaculate Conception of B. V. M.**

This confraternity is composed of Catholic students. Its object is the cultivation of a religious spirit among its members and the practice of devotion toward the Blessed Virgin Mary.

**FIRST TERM:**—Rev. Henry Otting, S. J., *Director*; *Prefect*, George Burns; *First Assistant*, George Eilers; *Second Assistant*, Emmet Carrigan; *Secretary*, Thomas Regan; *Treasurer*, *Sacristans*, Francis Peacock, William Teehan, Edmund Czerwinski; *Medal Bearers*, Oliver O'Boyle, Robert Dugan; *Consultors*, Edward Suess, Robert Fechter, John Polezinski, Francis Williams, Patrick Callan, John Harkin.

**SECOND TERM:**—Rev. Francis X. O'Boyle, S. J., *Director*; *Prefect*, George Burns; *First Assistant*, George Eilers; *Second*

*Assistant*, Emmett Carrigan; *Secretary*, Thomas Regan; *Treasurer*, John Polczinski, *Medal Bearers*, Robert Fechter, Michael McCarthy; *Sacristans*, Francis Williams, Arthur Evans; *Consultors*, Edmund Czerwinski, John Harkin, Patrick Callan, Robert Dugan, William McGucken, William Teehan.

### **The Apostleship of Prayer, League of the Sacred Heart.**

This organization seeks to procure a happy means of fulfilling the command of God, "pray always," by giving to even the ordinary daily actions the efficacy of a prayer.

The members hope by this means to further the designs of Jesus Christ, and they league themselves with Him to procure the spread of the grace of salvation to all men.

Rev. James L. McGeary, S. J., *Director*.

PROMOTERS:—George A. Eilers, Michael McCarthy, Francis X. Williams, Arthur J. Evans, William Connell.

### **St. Berchmans Acolythical Society.**

The principal object of this society is to add beauty and solemnity to Divine Worship, by an accurate observance of liturgic rites and ceremonies; as also to afford Catholic students, distinguished for excellent deportment, the honor of serving in the sanctuary.

OFFICERS:—W. P. Ratigan, S. J., *Director*; Thomas Manning, *President*; William Connell, *Vice-President*; Eugene Mullaney, *Secretary*; J. Stransky, *Treasurer*. Members, 16.

### **Marquette Oratorical Association.**

Was organized in November, 1883. Its principal object is to prepare the student for public speaking, and to store his mind with a fund of facts and arguments on questions of history and literature. The Moderator is appointed by the Faculty, the other officers are chosen by the members.

OFFICERS:—Wm. McGucken, *President*; Oliver O'Boyle, *Vice-President*; John Mullen, *Recording Secretary*; John Harkin, *Corresponding Secretary*; Michael McCarthy, *Treasurer*; Joseph Lynch, Otto Gauer, *Censors*; Emmett Carrigan, Thomas Finnegan, *Committee on Program*; Rev. Simon J. Nicolas, S. J., *Moderator*.

### **The Marquette University Journal**

Is a periodical edited five times a year by a board of editors of Marquette University, and published on the 25th day of

every second month. Its aim is three-fold: 1st, to bring to higher proficiency the literary expression of students of all departments; 2d, to chronicle the literary, social and athletic events of the University; 3d, to serve as a channel of communication between old and attending students.

#### THE STAFF.

George Burns, A. '08, *Editor-in-Chief*; Herbert Heyward, M. '08, *Medical Dep't*; William McGucken, A. '09, *College Dep't*; O. O'Boyle, A. '09, *Society Dep't*; Emmet Carrigan, A. '08, *Exchange Dep't*; Thomas Manning, A. '08, *Historical Dep't*; George Eilers, A. '08, *Athletic Dep't*; Otto Gauer, A. '10, *Business Manager*.

#### Marquette University Mandolin Club.

OFFICERS:—*Instructor and Director*, Mr. William C. Stahl; *President*, Thomas A. Manning; *Vice-President*, Welch W. Newman; *Secretary*, Thomas A. Finnegan; *Treasurer*, Edward Sonnenberg; *Censors*, James Zimmermann, Francis H. Kelly, Gerald L. Ripple; *Librarian*, Walter M. Heiser; *Moderator*, Rev. J. B. Hemann, S. J.

Mandolins, 10; Guitars, 2; Violins, 7; Flutes, 2; Cornet, 1; Clarinet, 1; Violoncello, 1; Double-bass, 1; Snare-drum, 1; Timpani and Piano.

#### The Marquette Orchestra

is under the direction of Mr. Henry C. Winsauer. It contains the following instruments: First Violins, 6; Second Violins, 5; Viola, 1; Violoncellos, 2; Double-basses, 2; Flutes, 3; Clarinets, 2; Cornets, 2; French Horns, 2; Trombone, 1; Timpani and Bass and Snare Drums.

#### The Marquette University Brass Band.

The Marquette University Brass Band had a select membership of sixteen last year. It was made up of the following instruments: 4 Cornets, 2 Clarinets, 1 Piccolo; 3 Altos; 2 Tenor Trombones; 1 Baritone; 1 Tuba, and Bass and Snare Drums.

**Glee Club.**

Students, in any of the University departments, having the necessary qualifications are eligible to membership in the Glee Club. Two half hour periods weekly are given to vocal culture, accompanied by instruction in musical theory and correct interpretation. Four part compositions of medium difficulty form the basis of the exercises. There are no fees attached to membership or charges for instruction; but regularity in attendance at club rehearsals is imperative, and an absolute condition of membership.

A special function of the Glee Club is to furnish the vocal music at University exercises.

**Marquette University Athletic Association.**

The object of this association is to furnish the students with the best facilities for the promotion of general athletics. Realizing the necessity of suitable recreation and relaxation of both mind and body for those engaged in mental pursuits, the University authorities have at all times encouraged manly sports among the students. However, only those who are regular in class attendance and up to the standard in class work are allowed to take part in any athletic contests in which the University is represented.

The removal of the old Library and Gymnasium from the grounds at State and Eleventh Streets has made possible the conversion of these grounds into the Marquette University Campus which is considered one of the best athletic fields in the West. This is at the disposal of the students of all the departments and is within easy access of all. The campus is of regulation size for both football and baseball, and is surrounded by a running track sixteen feet in width and almost one-fifth of a mile long.

OFFICERS:—W. J. Corboy, S. J., *Athletic Director*; Leander Foley, *President*; Leo Egloff, *Vice-President*; Richard O'Brien, *Secretary-Treasurer*; W. W. Earles, *Business Manager*.

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**COMPETITION PRIZES.**

ENGLISH PRIZE, \$50.00.

A prize of fifty dollars, the gift of Mr. D. F. Bremner, of Chicago, for the best essay on "The Critical Reading of History," was awarded to a student of St. Louis University, St. Louis, Mo.

## ENGLISH PRIZE, \$20.00, \$15.00, \$10.00, \$5.00.

A prize of twenty dollars, also the gift of Mr. D. F. Bremner, for the second best essay on the above named subject, was awarded to a student of St. Louis University, St. Louis, Mo.

The fourth prize a purse of ten dollars was awarded to William J. McGucken, of Marquette University.

Ninth place was merited by George A. Burns of Marquette University.

## LATIN PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Very Rev. Rudolph J. Meyer, S. J., for the best Latin Essay, was awarded to a student of St. Ignatius College, Cleveland, O.

Ninth place was merited by Thomas McCormick of Marquette University.

The above three prizes are offered to the following Colleges under the care of the Fathers of the Society of Jesus; St. Louis University, St. Louis, Mo.; St. Ignatius College, Chicago, Ill.; St. Mary's College, St. Mary's, Kans.; Detroit College, Detroit, Mich.; Creighton University, Omaha, Neb.; St. Francis Xavier College, Cincinnati, O.; St. Ignatius College, Cleveland, O.; St. John's College, Toledo, O.; Marquette University, Milwaukee, Wis.; Sacred Heart College, Prairie du Chien, Wis.

## ORATORICAL PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Mr. Clarence Cudahy, for the best oration in the Oratorical Society was awarded to George A. Burns, '08; subject, "Lord Baltimore and the Maryland Charter."

## LATIN PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Mr. F. X. Boden, for the best Latin Essay was awarded to Thomas McCormick.

## ORATORICAL PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Mr. Francis X. Boden, for the best oration in the Oratorical Society. (Given on alternate years.)

## ORATORICAL PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Mr. Philip Grau, for the best oration in the Oratorical Society was awarded to Thomas Manning; subject, "Self Reformation." (Given on alternate years.)

## CATECHETICAL PRIZE, \$20.00.

A prize of twenty dollars, the gift of the Rev. F. B. Celi-chowski, for the best Catechetical Essay in the Senior, Junior, Sophomore Classes. (Not awarded this year.)



## SCIENTIFIC PRIZE, \$25.00.

A prize of twenty-five dollars, the gift of Mr. Ignatz Czerwinski, for the best Scientific Essay. (Not awarded this year.)

## SENIOR MEDAL.

The medal for the highest honors of the Senior Class was merited by George A. Burns. Donated by Mr. C. F. Schuetz.

## ELOCUTION MEDAL.

The elocution medal was awarded to William J. McGucken.

## Class Standing.

The medal for the highest average in the collective branches of the Junior Class was merited by Oliver O'Boyle. *First Honors*, William McGucken, Thomas McCormick, John Harkin. *Second Honors*, Robert Fechter, Michael McCarthy, George Schneider.

## SPECIAL MENTION.

Oliver O'Boyle *First*: Christian Doctrine, Latin, English Composition, Physics. *Second*: English Precepts.

William McGucken—*First*: English Composition. *Distinguished*: Latin, Greek.

Thomas McCormick—*First*: Latin, Greek. *Second*: Mathematics.

John Harkin—*Distinguished*: English Composition, Mathematics, Physics.

Robert Fechter—*Second*: Christian Doctrine, Greek. *Distinguished*: English Precepts.

George Schneider—*First*: Mathematics. *Second*: Physics.

Michael McCarthy—*First*: English Precepts.

William Teehan—*Distinguished*: Christian Doctrine.

The medal for the highest average in the collective branches of the Sophomore class, was merited by Francis Williams. *First Honors*: Francis Peacock, Matthias Altenhofen. *Second Honors*: Francis Swietlik, Otto Gauer, Joseph Lynch, Eugene Leonard, William Terry.

## SPECIAL MENTION.

Francis Williams—*First*: Christian Doctrine, Latin, Greek, English Precepts.

Francis Peacock—*First*: English Precepts, Christian Doctrine, English Composition.

Matthias Altenhofen—*First*: Chemistry. *Second*: Greek.

Francis Swietlik—*Second*: Latin, Mathematics.

Eugene Leonard—*First*: English Composition.

William Terry—*First*: Mathematics.

Joseph Lynch—*Second*: Chemistry.



## FRESHMAN CLASS.

The medal for the highest average in the collective branches of the Freshman Class was merited by Francis H. Kelly.

*First Honors:* Arthur J. Evans, Peter Sampon, James Zimmermann.

*Second Honors:* William Connell, Raymond J. Conway, Hugo Knoernschild, Joseph Stransky.

## SPECIAL MENTION.

Francis H. Kelly—*First:* Greek, English Precepts, Chemistry. *Second:* Christian Doctrine, Latin, History, Trigonometry. *Distinguished:* English Composition.

Peter Sampon—*First:* Latin. *Second:* Greek, English Precepts. *Distinguished:* Christian Doctrine, History, Chemistry, Trigonometry.

Arthur J. Evans—*First:* English Composition, History. *Distinguished:* Christian Doctrine, English Precepts, Trigonometry.

Raymond J. Conway—*First:* Christian Doctrine. *Second:* History. *Distinguished:* Greek, Latin.

James Zimmermann—*First:* Trigonometry. *Distinguished:* Christian Doctrine, Latin, Greek, English Precepts.

John R. Mullen—*Second:* History. *Distinguished:* English Composition.

William Connell—*Second:* English Composition.

Joseph Stansky—*Second:* Chemistry. *Distinguished:* English Precepts.

William Hargraves—*Distinguished:* Chemistry, History.

## SPECIAL CLASS.

*First Honors:* James Lacey.

*Second Honors:* Lester Caldwell, George Streicher, Arthur Meyer, Raymond Kenney.

## SPECIAL MENTION.

Lester Caldwell—*First:* English Precepts, Composition; *Second:* Latin.

Raymond Kenney—*First:* Latin; *Second:* English Precepts, Composition, Trigonometry.

James Lacey—*First:* Algebra, Trigonometry, Chemistry; *Second:* Analytic Geometry.

George Streicher—*First:* Analytic Geometry; *Second:* Algebra, Chemistry.

Oscar Thelan—*First:* Physics; *Distinguished:* Composition.

## REGISTER OF STUDENTS.

NAME	CLASS
ABLER, ALPHONSE J.....	Freshman.
ACKERMAN, F. S.....	Special.
ALTENHOFEN, MATT. N.....	Sophomore.
BAEZ, RAPHAEL, JR.....	Freshman.
BARNES, HENRY R.....	Special.
BARTH, WILLIAM J.....	Special.
BECK, CARL .....	Freshman.
BRENK, JOHN A.....	Special.
BROOKS, LESTER .....	Special.
BURNS, GEORGE A.....	Senior.
CALDWELL, LESTER M.....	Special.
CALLAN PATRICK L.....	Junior.
CARRIGAN, EMMETT J.....	Senior.
CONNELL, WILLIAM .....	Freshman.
CONWAY, RAYMOND J.....	Freshman.
CZERWINSKI, EDMUND J.....	Senior.
DOCKRY, CHRISTOPHER B.....	Special.
DUFFY, CHARLES W.....	Junior.
DUGAN, ROBERT L.....	Junior.
EILERS, GEORGE A.....	Senior.
EVANS, ARTHUR J.....	Freshman.
FECHTER, ROBERT J.....	Junior.
FINNEGAN, THOMAS A.....	Junior.
FUCHS, FRANCIS F.....	Sophomore.
GAUER, OTTO J.....	Sophomore.
GILLILAND CARL GLENN.....	Freshman.
HARGRAVES, WILLIAM B.....	Freshman.
HARKIN, JOHN T.....	Junior.
HEPHNER, EMMETT .....	Special.
JAEKELS, RAYMOND F.....	Freshman.
JOHANNES, NICHOLAS A.....	Special.
KANN, ALBERT F.....	Special.
KELLY, FRANCIS H.....	Freshman.
KENNEY, RAYMOND L.....	Special.
KLINKIEWICZ, ANTHONY J.....	Freshman.
KNOERNSCHILD, HUGO J.....	Freshman.
LACEY, JAMES .....	Special.
LACZNIAK, ANDREW N.....	Sophomore.
LEONARD, EUGENE A.....	Sophomore.
LOFTUS, SIMON N.....	Special.
LYNCH, JOSEPH A.....	Sophomore.
MANNING, THOMAS A.....	Senior.
MAU, RUDOLPH .....	Special.
MCCARTHY, MICHAEL .....	Junior.
MCCORMICK, THOMAS F.....	Junior.
MCDONOUGH, GERALD .....	Sophomore.

MCGUCKEN, WILLIAM J.....	Junior.
McKENNA, ALOYSIUS .....	Freshman.
MEYER, ARTHUR E.....	Special.
MULLANEY, EUGENE P.....	Freshman.
MULLEN, JOHN R.....	Freshman.
O'BOYLE, OLIVER L.....	Junior.
PEACOCK, FRANCIS X.....	Sophomore.
PFEIL, WILLIAM .....	Special.
POLCZINSKI, JOSEPH .....	Senior.
REGAN, THOMAS F.....	Senior.
SAMPON, PETER M.....	Freshman.
SCHINNER, ARTHUR J.....	Sophomore.
SCHNEIDER, GEORGE J.....	Junior.
SCHNEIDER, JOHN .....	Junior.
SCHOBER, ALBERT W.....	Junior.
SLADKY, GEORGE W.....	Special.
SONNENBERG, EDW. ....	Sophomore.
STAPLETON, CHARLES J.....	Freshman.
STRANSKY, JOSEPH A.....	Freshman.
STREICHER, GEORGE A.....	Special.
STUTSON, CHARLES M.....	Special.
SUESS, EDWARD .....	Senior.
SWIETLIK, FRANCIS X.....	Sophomore.
TEEHAN, WILLIAM J.....	Junior.
TERRY, WILLIAM H.....	Sophomore.
THELEN, OSCAR M.....	Special.
TIERNEY, JOSEPH E.....	Special.
WAGNER, GFORGE J.....	Freshman.
WHEELER, ROY D.....	Special.
WILLIAMS, FRANCIS .....	Sophomore.
WRIGHT CLEVELAND .....	Special.
ZIMMERMANN, JAMES E.....	Freshman.

## Degrees Conferred.

1887.

A. B. FRANCIS X. BODDEN,  
JOHN I. DREW,  
CHARLES GAFFNEY,  
HENRY F. MILLMANN,  
JAMES D. O'NEIL.

1888

A. B. ALPHONSE M. BODDEN,  
CHARLES J. COFFEY,  
EDWARD J. FLYNN,  
JOHN J. HANNAN,  
DAVID M. JOHNSON,  
WILLIAM P. SCHOEN.

1889.

A. M. FRANCIS X. BODDEN, A. B.  
JAMES D. O'NEIL, A. B.

1890.

A. B. PAUL P. AYLWARD,  
GEORGE A. DURNIN,  
WILLIAM J. ELINE,  
JOSEPH P. KIEDROWICZ,  
MAURICE A. McCABE,  
PATRICK A. MULLENS,  
CHARLES M. SCHOEN,  
CHAS. A. TRZEBIATOWSKI.

1891.

A. M. BERNARD T. BECKER, A. B.  
WILLIAM P. SCHOEN, A. B.  
A. B. WILLIAM J. CARROLL,  
JOSEPH C. HUSSLEIN,  
ROBERT S. JOHNSTON,  
CHARLES F. SCHIEDEL,  
JOSEPH F. STUDNICKA,  
JOHN F. SYNNOTT.

1892.

A. M. GEO. A. DURNIN, A. B.  
PAUL P. AYLWARD, A. B.  
CHARLES J. COFFEY, A. B.  
A. B. ALPHONSE J. CONROY,  
WILLIAM T. DOYLE,  
FRANCIS M. ELINE,  
JOSEPH L. STEINLE,  
JOSEPH J. ZIMMERMANN,

1893.

A. M. MAURICE A. McCABE, A. B.  
CHAS. F. SCHIEDEL, A. B.  
A. B. JOHN G. BEDNAREK,  
JAMES F. GAFFNEY,  
PAUL E. SCHIEDEL,

1894.

A. M. FRANCIS M. ELINE, A. B.  
JOSEPH L. STEINLE, A. B.  
JOS. J. ZIMMERMANN, A. B.  
JOS. F. STUDNICKA, A. B.  
A. B. VICTOR W. BERGENTHAL,  
WILLIAM P. CANNON,  
LOUIS A. DAHLMAN,  
FRANCIS A. DOMAGALSKI,  
MAX S. DORSZYNSKI,  
JAMES I. FITZSIMMONS,  
EUGENE H. LONSTORF,  
ARTHUR E. MUTH,  
B. S. MICHAEL G. ROHAN.

1895.

A. M. ALPH'SE M. BODDEN, A. B.  
JOHN J. HANNAN, A. B.  
ROLAND J. KENNEY, A. B.  
PAUL E. SCHIEDEL, A. B.  
A. B. JOHN H. BANNEN,  
FRANCIS X. BODDEN,  
DANIEL F. DALY,  
TIMOTHY J. HANNAN,  
HENRY S. JOHNSTON,  
JOHN F. O'CONNOR,  
HENRY F. REILLY,  
CHARLES E. SCHUETZ,  
SYLVESTER S. SULLIVAN,  
JOHN H. SZYMAREK,  
JAMES J. TALLMADGE,

1896.

A. M. JAS. I. FITZSIMMONS, A. B.  
THOMAS FITZGIBBON, M. D.  
A. B. EDMUND J. BACH,  
GEORGE A. COFFEY,  
JOSEPH H. GRIFFIN,  
OTTO J. KUHNMUENCH,  
ALBERT J. MILLMANN,  
HERBERT C. NOONAN,  
MARK L. PALMER,

FRANCIS J. ZIMMERMANN,  
VAL. J. ZIMMERMANN.

1900.

1897.

A. M. ARTHUR E. MUTH, A. B.  
JAMES H. GILICK,  
WILLIAM J. DONAHUE,  
ANTHONY A. DORSZYNski,  
THOMAS C. DOWNS,  
ALOYSIUS S. ELINE,  
WALTER E. FOLEY,  
A. B. WALTER C. BODDEN,  
LOUIS A. JURASINSKI,  
FRANCIS P. KANE,  
MARTIN W. KUTSCHERA,  
AUREL J. LANGLOIS,  
FRANCIS J. LARKIN,  
BERNARD J. LEARY,  
EUGENE J. MADDEN,  
FRANCIS X. MCCABE,  
PATRICK J. PHILLIPS,  
MARTIN J. RYAN,  
EUGENE A. SCHOENFELDER,  
DANIEL J. SHEEHAN,  
JOSEPH WILCZEWSKI.

WALTER C. BODEN,  
EDMUND A. COLEMAN,  
PHILIP A. GRAU,  
JOSEPH C. KNITTER,  
JOSEPH M. KROEGER,  
HENRY F. MCCANN,  
JOHN A. MCSWEENEY,  
WILLIAM J. MALLOY,  
JOHN P. MEEHAN,  
JOSEPH C. MILLMAN,  
FRANCIS A. ROMADKA,  
LOUIS A. ZAVITOVSKY.

1901.

A. M. A. M. DENTINGER, A. B.  
M. J. DOMACHOWSKI, A. B.  
JOSEPH E. L. FYANS, A. B.  
JOSEPH E. HANZ, A. B.  
MICHAEL J. WENTA, A. B.  
A. B. WILLIAM C. BRUCE,  
STEPHEN F. DUNN,  
WILLIAM J. FINAN,  
FRANCIS A. GRZYWACZ,  
EDWARD V. MONAHAN,  
MICHAEL A. THOMAS.

1898.

A. B. ALOYSIUS A. BACH,  
EDWARD A. BAGGELER,  
CHARLES L. CONROY,  
MICHAEL J. DOMACHOWSKI,  
FRANCIS L. DOOLAN,  
FRANCIS J. KUSTA,  
OTTO J. LOHAGEN,  
ERWIN P. NEMMERS,  
WILLIAM J. O'CONNOR,  
JAMES R. O'NEILL,  
CHARLES J. REILLY,  
FRANCIS S. SCHOEN,  
PAUL J. SOMERS,  
MICHAEL J. WENTA.

1902.

A. M. LAW. P. CRANEY, A. B.  
L. A. ZAVITOVSKY, A. B.  
A. B. EDWARD T. DIXON,  
ADOLPH J. LUICK,  
PAUL G. POLLARD,  
GEORGE W. REYNOLDS.

1903.

A. M. JOSEPH C. KNITTER, A. B.  
STEPHEN F. DUNN, A. B.  
MICHAEL A. THOMAS, A. B.  
A. B. WILLIAM P. BARRETT,  
WALTER G. BAUTZ,  
MICHAEL M. DOYLE,  
JOSEPH P. MURPHY,  
RAYMOND M. MC NULTY,  
TIMOTHY W. O'DONOVAN,  
ROBERT W. QUINN,  
JACOB T. THOMAS.

1899.

A. B. LAWRENCE P. CRANEY,  
ARTHUR M. DENTINGER,  
JOHN B. FRYMARK,  
JOSEPH E. HANZ,  
HENRY V. KANE,  
NATT. G. MCDUGALL,  
DANIEL V. PATT,  
LEO J. SOMERS.

1904.

A. M. WM. J. CARROLL, A. B.  
A. B. FREDERICK J. BERGS,

JAMES D. FOLEY,  
 FRANCIS W. HOWE,  
 EDGAR J. HUENNEKENS,  
 WALTER V. JOHNSTON,  
 JOHN A. KUSTA,  
 FRANCIS LANDOWSKI,  
 ANTH. J. LUKASZLWSKI,  
 WILLIAM A. MILLMANN,  
 JOSEPH P. O'BRIEN,  
 ALBERT J. PITMAN,  
 CLARENCE J. POLLARD,  
 FRANCIS J. ZYNDA.

1905.

- A. M. WILLIAM P. BARRETT,  
 TIMOTHY W. O'DONOVAN,  
 FRANCIS J. ZYNDA,  
 FRANCIS LANDOWSKI,  
 A. B. FRANCIS M. BRUCE,  
 FRANCIS T. BURNS,  
 THOMAS F. CALLAN,  
 CHRIS. J. FINNEGAN,  
 VINCENT HENNESSEY,  
 ANTHONY JAZDZEWSKI,  
 JOHN I. KLECZKA,  
 WILLIAM J. MCCAULEY,  
 JOHN I. MCGEE,  
 WILLIAM PARUSZYNSKI,  
 GEORGE M. SIPCHEN,  
 ANTHONY SOBOLEWSKI,  
 JOHN STRELKA,  
 FRANCIS T. SZULC,  
 EDWARD WIELEBSKI,  
 MATTHIAS WEISHAR.

1906.

- A. M. FRANCIS W. HOWE,  
 JOHN I. KLECZKA,

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### SCHOOL OF ARTS AND SCIENCES.

Seniors .....	8
Juniors .....	14
Sophomores .....	13
Freshmen .....	20
Special .....	23
Evening Class in Oratory.....	40
Evening Class in Philosophy.....	11
	<hr/>
	129

### MEDICAL DEPARTMENT.

Freshmen .....	38
Sophomores .....	41
Juniors .....	25
Seniors .....	46
	<hr/>
	150

### DENTAL DEPARTMENT.

Freshmen .....	28
Juniors .....	25
Seniors .....	23
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	76

### PHARMACY DEPARTMENT.

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Seniors .....	11
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### LAW DEPARTMENT.

Freshmen .....	34
Juniors .....	30
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Total in all Departments.....	801
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